DOCUMENT RESUME

ED 228 016 RC 013 979

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TITLE Relationships between Readiness Characteristics and Basic Skills Achievement of Rural First Graders.
PUB DATE Apr 83
NOTE 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Basic Skills; *Cognitive Measurement; Comparative Analysis; Elementary Education; Grade 1; *Learning Readiness; Rural Education; *Rural Urban Differences; *School Readiness; Socioeconomic Status
IDENTIFIERS Cognitive Skills Assessment Battery; *South Carolina; South Carolina Basic Skills Assessment Program

ABSTRACT

The exploratory investigation was guided by four research questions: (1) what are the similarities and differences in the readiness status between rural and urban first graders; (2) what is the relationship between the readiness status and socioeconomic status of rural and urban first graders; (3) what are the similarities and differences in the end-of-year reading and mathematics basic skills achievement of rural and urban first graders; and (4) what are the relationships between readiness characteristics and reading and mathematics basic skills achievement of rural first graders? The Cognitive Skills Assessment Battery (CSAB) and the South Carolina Basic Skills Tests (Grade 1) were administered to a random sample of 3,883 children (2,063 or 53% rural and 1,820 or 47% urban). Results of analyses indicated that 64% of the rural students were considered "ready" on the basis of their total CSAB scores while 68% of the urban students were considered ready; that socioeconomic status appeared to be more highly related to readiness status than urbanism; and that the differences found in reading and math were very small and may not be meaningful from a practical perspective. (AH)

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RELATIONSHIPS BETWEEN READINESS CHARACTERISTICS AND BASIC SKILLS ACHIEVEMENT OF RURAL FIRST GRADERS

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A paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 1983.

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RC013979

Introduction

The major purpose of most previous educational research involving rural children has been to provide information for use in the selection and evaluation of programs. The effects of intervention programs, such as Head Start, Follow Through, and various outreach programs, on children in rural settings have been investigated. The majority of these studies used norm-referenced achievement and/or aptitude tests to compare children to determine program effects. While the results of these studies were useful for identifying relative strengths of programs, they did not provide information which was particularly useful for making student or class-specific instructional decisions. Hence, there is little information in the literature about the unique readiness characteristics of rural children as they enter school or about how these characteristics can be expected to influence the subsequent acquisition of basic skills.

The movement away from large-scale, federally-funded intervention programs and the simultaneous trend toward the implementation of statewide basic skills programs suggests the need for a new direction in educational research efforts involving rural children. Since the predominant focus of current assessment programs is on the attainment of pre-established levels of achievement, a criterion-referenced and objectives-based approach is more appropriate. There is a critical need to obtain baseline data about the skill specific performance of rural children and to identify those demographic and readiness characteristics which influence this basic skills performance.

The present exploratory investigation was guided by four research questions.

1. What are the similarities and differences in the readiness status between rural and urban first graders?

The authors wish to thank Nadir Atash and Lynne Mappus for their technical assistance.

2. What is the relationship between the readiness status and socio-economic status of rural and urban first graders?
3. What are the similarities and differences in the end-of-year reading and mathematics basic skills achievement of rural and urban first graders?
4. What are the relationships between readiness characteristics and reading and mathematics basic skills achievement of rural first graders?

Sample and Methods

A readiness assessment battery (CSAB) and the South Carolina Basic Skills Tests are administered to all public school first graders (approximately 48,500). A random sample of 5,000 first grade children (approximately 10 percent of the population) was selected from the Fall, 1980 readiness assessment of first graders. This sample was representative of the population with regard to sex, race, and readiness and basic skills performance. The readiness scores for this sample were then matched with scores on the Spring, 1981 Grade 1 Basic Skills Reading and Mathematics Tests through use of student identification and demographic data. The resulting sample used for data analysis purposes included children who were selected on the basis of two criteria: (1) children for whom both readiness and basic skills data were available; and, (2) children who attended schools classified as "rural" and "urban" based on Census definitions. Of the 3883 children in the study sample, 2063 children (53%) attended rural schools and 1820 children (47%) attended urban schools.

Variables

Three types of variables were involved in the study: demographic variables readiness indicator variables, and basic skills achievement variables.

The two demographic variables are:

1. School Type. The schools attended by the student was classified as "rural" and "urban" according to the following criteria:

   Rural: If the school serves a majority of students (approximately 65% or more) from incorporated cities, towns, or villages or unincorporated places of less than 2,500 inhabitants, the school population is considered to be rural regardless of the location of the school site.

   Urban: If the school serves a majority of students (approximately 65% or more) for any incorporated cities, towns, or villages of more than 2,500 inhabitants or any unincorporated places of 2,500 or more inhabitants, the school population is considered to be urban regardless of the location of the school site.

2. Socio-Economic Status. The socio-economic status of the student was estimated and operationalized as the lunch status of the students. A student who participated in a free lunch or reduced-price lunch program was classified as having lower socio-economic status. A student who did not participate in the special lunch program was classified as having higher socio-economic status.

Readiness indicator variables include:

1. Readiness Status. A student was classified as "ready" if he or she attained a score of 88 or higher on the total Cognitive Skills Assessment Battery (CSAB).

2. Kindergarten Objective Readiness Status. A student was classified as "ready" with regard to each of the eleven selected kindergarten objectives (see Appendix A) if he or she obtained an objective score at or above the mean of the students who were classified as ready

based on the total CSAB score. The student was classified as "not ready" if he or she scored more than one standard deviation below the mean of the students who were classified as ready based on the total CSAB score. The student was classified as "borderline" if his or her score was less than the mean but greater than one standard deviation below the mean of the students who were classified as ready based on the total CSAB score.

Basic Skills achievement variables include:

1. Reading Achievement. The overall reading basic skills achievement of the student is defined as the student's total score on the Reading Test of the South Carolina Basic Skills Assessment Program.
2. Reading Objective Achievement. Achievement related to reading objectives is defined as the student's score on each of the reading objectives subtests of the South Carolina Basic Skills Assessment Program.
3. Mathematics Achievement. The overall mathematics basic skills achievement is defined as the student's total score on the Mathematics Test of the South Carolina Basic Skills Assessment Program.
4. Mathematics Objective Achievement. Achievement related to mathematics objectives is operationalized as the students' score on each of the mathematics subtests of the South Carolina Basic Skills Assessment Program.

Instruments

The Boehm/Slater Cognitive Skills Assessment Battery (CSAB), published by Teacher's College Press, is an individually administered readiness battery requiring approximately twenty-five to thirty minutes per child for

administration. The CSAB was selected for use in the South Carolina Basic Skills Assessment Program partially because of its compatibility with the eighteen state kindergarten objectives. The cognitive component of the CSAB measures 20 areas: basic information, identification of body parts, colors and shapes; number knowledge; information from pictures; picture and story comprehension; multiple directions; large muscle and visual-motor coordination; auditory and visual memory; sentence recall; vocabulary; symbol, auditory and visual-auditory discrimination; and response during assessment (Boehm and Slater, 1977). The last subscale, "response during assessment," is based on the teacher's observations and judgments of how the child reacts during the test administration. These items assess attention behaviors and affective characteristics such as rapport and confidence. These items were not included in the determination of "readiness" for state assessment purposes or in the data analyses of this study.

The scoring of the CSAB requires the teacher to listen to or view the child's response, then score the response, and finally record the score on a separate answer sheet. There are two types of scoring: some test items are scored on the basis of whether or not the child can perform the task; for other test items, the score is based on the child's level of response. These latter items are the ones that assess skills considered to be developmental in nature, that is, those skills requiring the child to pass through stages of development before achieving full competence in the skill (Boehm and Slater, 1977). For these developmental items, the child's response level along an ordered continuum is determined. A sample of a CSAB Pupil Response Scoring Sheet is provided in Appendix B.

The other instrument utilized in this study was the South Carolina Basic Skills Test (Grade 1), a criterion- and objectives-referenced test battery designed to measure end-of-year achievement of basic skills in reading and

mathematics. The Reading Test contains 36 items which assess achievement of six reading objectives (decoding and word meaning, details, main idea, reference usage, inference, and analysis of literature). The Mathematics Test contains items which measure achievement related to five mathematics objectives (concepts, operations, measurement, geometry, and problem solving). Each objective is assessed by six items. (Refer to Appendix C for statements of the reading and mathematics objectives.)

Results

The first set of data analyses was conducted to determine similarities and differences in the overall readiness status of rural and urban first graders as well as their readiness for each of the eleven selected kindergarten objectives. Results of the analyses indicated that 64% of the students who attended rural schools were considered "ready" on the basis of their total CSAB scores while 68% of the students who attended urban schools were considered ready. Chi square test results indicated that this difference is statistically significant ($p < .001$).

To identify similarities and differences in the readiness characteristics or rural and urban first graders, a descriptive comparison was made of the percentage of rural and urban students who were classified as "ready" for each of the eleven statewide kindergarten objectives. These eleven kindergarten objectives are measured by items on the CSAB. Other objectives, which deal with interest and affective characteristics, are measured by teacher observation methods and as mentioned earlier, are not reported in this study. Table 1 presents the eleven objectives and the percentages of rural and urban first graders who were classified as "ready" for each of these objectives.

Insert Table 1 here

As Table 1 indicates, the differences between the percentages of "ready" rural and urban students are not considerable except for three objectives. The first of these objectives (Objective 5) requires the student to recall, after a brief lapse of time, stimuli presented auditorily. For example, the student might be read a list of objects by the examiner and asked to remember and later repeat the objects. For this objective, 58% of the urban first graders were considered "ready" as compared with 47% of their rural counterparts. A second objective (Objective 7) on which rural children performed substantially lower than urban children involved their ability to communicate with others using expressive language. Most items measuring this objective require students to name simple objectives and concepts such as colors, parts of the body, people, animals, foods, days of the week, letters, numerals, etc. Also, 11% fewer rural students than urban students were considered "ready" with respect to the objective (Objective 8) measuring receptive language. Demonstrations of receptive language include listening to and making comments about a selection, reading and listening to and following directions.

A second set of data analyses was conducted to determine the relationship between overall readiness and the socio-economic status of students attending rural and urban school. The criteria of free or reduced-lunch status was used as a gross indicator of socio-economic status. Table 2 shows the percentage of lower and higher socio-economic students in both the urban and rural groups who were classified as "ready" and "not ready."

Insert Table 2 here

The data in Table 2 indicate that almost half (45%) of the first graders classified as "not ready" were rural students with lower socio-economic backgrounds. Approximately one-third of the "not ready" first graders were from the urban lower socio-economic group. The remaining 20% of the "not ready" first graders were almost equally divided between rural and urban, higher socio-economic groups. Therefore, readiness status seems to be more highly associated with socio-economic status than with urbanicity.

A third set of analyses was conducted to determine whether there are differences in the reading and mathematics basic skills achievement between rural and urban first graders. The means and standard deviations of reading and mathematics total and objective scores for students in the rural and urban groups are presented in Table 3. Results of t-tests for independent samples are also provided.

Insert Table 3 here

The data in Table 3 indicate that the small differences between the mean total reading and mathematics scores of the two groups are statistically significant. This result is related to the large sample size of the groups and could well represent a result which may be less significant from a substantive perspective. Patterns of performance by objectives may provide more useful information for understanding differences in the basic skills performance between youngsters who attend rural and urban schools. Many of the reading and mathematics objectives for which differences are statistically significant seem to be closely related to readiness differences. Decoding and word meaning, main idea and problem solving skills are highly verbal, while operations (computation) and measurement skills involve number knowledge.

Verbal differences in the group were evident with respect to kindergarten objective readiness differences. Mean CSAB Number Knowledge subtest scores for rural and urban students were 9.94 and 10.18 respectively; the difference between these means was statistically significant ($t = 2.81$, $p<.01$).

A final set of data analyses was conducted to more directly determine specific relationships between readiness skills and knowledge and basic skills achievement. These analyses involved correlations between CSAB subtest scores and reading and mathematics total and objective subtest scores. Correlations were derived for the rural group to determine which readiness skills and knowledge are more or less related to basic skill achievement. Correlations of readiness subtests with reading and mathematics basic skills tests for students attending rural schools are provided in Table 4.

Insert Table 4 here

Data analyses results indicated that several CSAB subtests are more closely related to reading and mathematics achievement than others. More specifically, five readiness skill areas, basic information, number knowledge, visual motor coordination, letter discrimination and letter naming were most related to both reading total and objective achievement as well as total mathematics achievement. In addition, vocabulary and auditory memory skills were highly related to reading total and objective performance. The five skill areas were also highly related to all mathematics objectives except geometry. Of the readiness skill areas assessed, six skill areas were least related to both reading and mathematics basic skills achievement; identification of body parts, information from pictures, large muscle coordination, visual memory, symbol discrimination, and visual-auditory

discrimination. For three of these skill areas, information from pictures, large muscle coordination and visual memory, the mean score of the rural students was significantly higher than the corresponding scores of urban students. Thus, certain readiness characteristics which are relative strengths of rural children do not seem to be advantageous in terms of faciliting reading and mathematics basic achievement.

Conclusion and Implications

Several conclusions can be made based on the study results. First, while a larger percentage of students attending urban schools was classified as "ready" than students attending rural schools, the substantive significance of this difference is unclear with regard to implications of the finding. For example, the implications would be different if rural students were less ready across the state or in certain geographic regions. This determination was not addressed in this study. Second, the socio-economic status of students appears to be more highly related to readiness status than urbanicity. Third, while the differences in total reading and mathematics achievement of students in rural and urban schools are statistically significant, these differences are very small and may not be meaningful from a practical perspective. The basic skills achievement of rural group was slightly lower than that of the urban group with respect to decoding and word meaning, main idea mathematics operations, measurement and problem solving skills. In general these basic skill differences tend to be related to differences in particular readiness skill areas. Rural students seemed to possess relative readiness strengths which were less highly related to basic skills achievement. If basic skills achievement is an important educational goal, then providing readiness experiences involving "school-oriented" skills such as learning letters, numbers, and vocabulary/concepts may more likely enhance such achievement.

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Table 1

Percentages of Rural and Urban First Graders
Classified as "Ready" on Statewide Kindergarten Objectives

Objective	Rural	Urban
1. The student performs tasks involving gross motor skills.	67%	62%
2. The student performs tasks involving fine motor skills.	49%	52%
3. The student remembers visual stimuli.	47%	42%
4. The student determines likenesses and differences in visual stimuli.	39%	41%
5. The student remembers auditory stimuli.	45%	58% ***
6. The student determines likenesses and differences in auditory stimuli.	49%	52%
7. The student communicates with others by using expressive language.	43%	58% ***
8. The student is receptive of language in communicating with others.	45%	56% ***
9. The student classifies stimuli on the basis of one or more attributes.	94%	95%
10. The student sequences stimuli on the basis of one or more attributes.	43%	47%
11. The student interprets and infers on the basis of oral or illustrative selections.	51%	50%

*** Chi square results indicate $p < .001$.

Table 2

Number and Percentage of Students Attending
Rural and Urban School Classified by Readiness Status
and Socio-Economic Status

SOCIO-ECONOMIC STATUS		READY		NOT READY	
		Rural	Urban	Rural	Urban
Lower SES	N	691	507	570	407
	%	28%	21%	45%	32%
Higher SES	N	567	691	130	155
	%	23%	28%	10%	12%

Table 3

Means and Standard Deviations of Reading and Mathematics
Total and Objective Scores for Rural and Urban Groups and Related t-Statistics

BASIC SKILLS TOTAL OBJECTIVE SCORES	Rural M	(SD)	Urban M	(SD)	t-Statistic	
Reading Total	25.85	(8.11)	26.83	(7.93)	2.07	*
Decoding and Word Meaning	5.25	(1.28)	5.39	(1.16)	3.66	***
Details	3.73	(1.86)	3.75	(1.93)	0.24	NS
Main Idea	4.43	(1.69)	4.58	(1.64)	2.93	**
Reference Usage	4.78	(1.57)	4.84	(1.55)	1.21	NS
Inference	4.21	(1.67)	4.30	(1.62)	1.62	NS
Analysis of Literature	3.41	(1.83)	3.51	(1.87)	1.53	NS
Mathematics Total	25.21	(4.85)	25.52	(4.29)	2.11	*
Concepts	4.83	(0.99)	4.83	(0.92)	0.21	NS
Operations	4.58	(1.58)	4.68	(1.47)	1.98	*
Measurement	5.16	(1.08)	5.24	(1.01)	2.27	*
Geometry	5.36	(1.01)	5.41	(0.95)	1.49	NS
Problem Solving	5.23	(1.27)	5.33	(1.20)	2.68	**

(* $p < .05$, ** $p < .01$, *** $p < .001$, NS - not significant)

Table 4

Relationships Between Readiness Subtest Skill Areas and Reading and Mathematics Basic Skill Areas

Readiness Skills	Reading	Mathematics
Most Related to Basic Skills Achievement *	Basic Information	Basic Information
	Number Knowledge	Number Knowledge
	Visual/Motor Coord.	Visual/Motor Coord.
	Letter Discrim.	Letter Discrim.
	Letter Naming	Letter Naming
	Vocabulary	
	Auditory Memory	
Least Related to Basic Skills Achievement **	Body Parts Ident.	Body Parts Ident.
	Information from Pictures	Information from Pictures
	Large Muscle Coord.	Large Muscle Coord.
	Visual Memory	Visual Memory
	Symbol Discrim.	Symbol Discrim.
	Visual/Auditory Discrim.	Visual/Auditory Discrim.

* Correlations with reading and mathematics scores were equal to or greater than 0.30.

** Correlations with reading and mathematics scores were equal to or less than 0.22.

Appendix A

Statewide Kindergarten Objectives

OBJECTIVE: The student performs tasks involving gross motor skills.

Explanation: The student uses large muscles to coordinate eye-hand movements, eye-foot movements, and body positions in maintaining balance while performing physical activities. Demonstrations of large muscle control include activities such as marching; hopping on either foot; skipping; jumping and landing on both feet; galloping; climbing stairs while alternating feet; and bouncing, throwing, catching, and kicking a ball.

OBJECTIVE: The student performs tasks involving fine motor skills.

Explanation: The student uses small muscles to coordinate eye-hand movements and body positions while manipulating objects, tracing, copying, drawing, and painting. Demonstrations of eye-hand coordination include activities such as buttoning, zipping, lacing, and tying articles of clothing; folding paper; assembling puzzles; opening a book and turning the pages one at a time from front to back; building with blocks and construction toys; cutting straight and curved lines while holding scissors properly; tracing objects and symbols (for example, finger-tracing in sand or tracing wooden letters and numerals); and copying shapes, letters, own name, words, and numerals.

OBJECTIVE: The student remembers visual stimuli.

Explanation: The student recalls, after a brief lapse of time, stimuli presented visually. (The "brief lapse of time" will vary depending upon the activity.) Demonstration of visual memory involves the student's recalling by pointing to or naming one to six visual stimuli after the stimuli have been presented and removed or covered. Visual stimuli might include colors, shapes, numerals, letters, or patterns.

OBJECTIVE: The student determines likenesses and differences in visual stimuli.

Explanation: The student distinguishes likenesses and differences by comparing visual stimuli. Demonstrations of visual discrimination include activities such as matching identical colors; sorting objects on the basis of color; matching identical pictures; selecting the picture that is different; matching identical shapes; sorting objects on the basis of shape; assembling simple puzzles; matching objects of identical sizes; sorting objects on the basis of size; and matching identical symbols (numerals, letters, and words).

OBJECTIVE: The student remembers auditory stimuli.

Explanation: The student recalls, after a brief lapse of time, stimuli presented auditorily. (The "brief lapse of time" will vary depending upon the activity.) Stimuli might include sounds made by animals, people, or objects and sound patterns. Demonstrations of auditory memory include activities such as repeating sounds made by animals, objects and people; repeating rhythmic sequences; counting from 1 to 10 by rote; and repeating nursery rhymes, fingerplays, poems, and songs.

OBJECTIVE: The student determines likenesses and differences in auditory stimuli.

Explanation: The student distinguishes likenesses and differences by comparing sounds. Demonstrations of auditory discrimination include activities such as matching sounds made by objects, animals, or people; matching sounds according to rhythmic pattern, pitch (high-low), or volume (loud-soft); recognizing words that sound the same (for example, "dog" and "dog") and words that sound different (for example, "dog" and "doll"); matching words that rhyme (for example, "cat," "bat," and "mat"); and matching sounds at the beginning of words (for example, "boy," "ball," and "book").

OBJECTIVE: The student communicates with others by using expressive language.

Explanation: The student communicates with others by using a simple oral vocabulary and by expressing ideas with an expanding oral vocabulary. Vocabulary development may include naming such things as colors, parts of the body, people, animals, foods, objects, sounds, days of the week, seasons, occupations, letters, numerals, coins, and textures. Demonstrations of expression of ideas include activities such as initiating verbal communication with others, relating personal experiences to classroom activities, and dictating personal experiences for teacher's recording in a written form.

OBJECTIVE: The student is receptive of language in communicating with others.

Explanation: The student communicates with others by listening attentively and by utilizing the information presented. Demonstrations of receptive language include activities such as listening and responding to the conversations of others; listening to and making comments about a selection read; and listening to and following directions.

OBJECTIVE: The student classifies stimuli on the basis of one or more attribute(s).

Explanation: In order to be able to classify, the student must first recognize similarities in stimuli (such as objects) with respect to some attribute or characteristic (such as size). The student must then group the stimuli according to one or more attribute(s). Demonstrations of classification include activities such as classifying objects according to color, size, or shape and classifying by functions and/or relationships such things as objects, foods, animals, or people.

OBJECTIVE: The student sequences stimuli on the basis of one or more attribute(s).

Explanation: In order to be able to sequence, the student must first recognize differences in stimuli (such as objects) with respect to some attribute or characteristic (such as size). The student must then order the stimuli according to one or more attribute(s). Demonstrations of sequencing include activities such as counting up to ten objects; ordering objects according to length, height, weight, or size; identifying the correct object to complete the pattern; completing an incomplete pattern or picture; retelling a short story in sequential order; arranging in correct order three pictures; and stating the sequential steps involved after completing a three step activity.

OBJECTIVE: The student interprets and infers on the basis of oral or illustrative selections.

Explanation: The student demonstrates understanding of selections, for example, stories presented orally or in picture form, by interpreting or making inferences on the basis of the selection. The student interprets selections by summarizing what has been seen or heard. The student makes inferences by going beyond the content of the selection. Demonstrations of interpretation and inference include activities such as listening to a selection, expressing the main idea, and making inferences; supplying a logical ending to a story after being presented with only two-thirds of the story; supplying appropriate answer(s) to questions on the basis of context clues; and making up a story about a picture.

Cognitive Skills Assessment Battery
Pupil Response Sheet

Use No. 2 Pencil Only
No Extraneous Marks

Ann E. Boehm, Barbara R. Slater
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I. Questions

Basic Information:
1. print name (3) (2) (1) (0)
2. address (2) (1) (0)
3. birthday (2) (1) (0)
4. telephone (1) (0)

Identification of Boy/Girl:
5. boy/girl (2) (1) (0)

Identification of Body Parts:
6. arm (2) (1) (0)
7. leg (2) (1) (0)
8. neck or throat (2) (1) (0)
9. elbow (2) (1) (0)

Color Identification:
10. blue (2) (1) (0)
11. brown (2) (1) (0)
12. red (2) (1) (0)
13. yellow (2) (1) (0)

Shape Identification:
14. circle (2) (1) (0)
15. square (2) (1) (0)
16. rectangle (2) (1) (0)
17. triangle (2) (1) (0)

Number Knowledge:
18. blocks (3) (2) (1) (0)
19. blocks (5) (2) (1) (0)
20. blocks (7) (2) (1) (0)
21. rabbits (4) (2) (1) (0)
22. balloons (6) (2) (1) (0)
23. flowers (8) (2) (1) (0)
24. number symbol (3) (1) (0)
25. apples all together (9) (1) (0)
26. add 2 + 5 (7) (1) (0)

Information from Pictures:
27. boy sitting (2) (1) (0)
28. girl painting (2) (1) (0)
29. boy/girl swinging (2) (1) (0)
30. girls with blocks (2) (1) (0)

Picture Comprehension:
31. when it rains (c) (1) (0)
32. ride in (b) (1) (0)
33. holds together (a) (1) (0)

Story Comprehension:
34. Dog did (b) (1) (0)
35. Jean put on last (d) (1) (0)
36. Jean did not wear (c) (1) (0)
37. Joe - end of story (c) (1) (0)
38. Joe gave kitten (a) (1) (0)

Multiple Directions:
39. ball and doll (1) (0)
40. all flowers tall and red (1) (0)
41. dog in box/doll on chair (1) (0)

Large Muscle Coordination:
42. clap (2) (1) (0)
43. jump (on 2 feet) (2) (1) (0)
44. hop (on 1 foot) (2) (1) (0)
45. skip (not gallop) (2) (1) (0)

Auditory Memory -
Meaningful Words:
46. cow (1) (0); pie (1) (0); bed (1) (0)

Visual-Motor Coordination:
47. copying ○ (1) (0)
48. copying □ (1) (0)
49. copying △ (1) (0)
50. copying N (1) (0)
51. copying R (1) (0)
52. copying ✚ (1) (0)

Sentence Recall:
53. The boy played ball. (2) (1) (0)

Vocabulary:
54. apple (2) (1) (0)
55. rain (2) (1) (0)
56. elbow (2) (1) (0)
57. whisper (2) (1) (0)
58. chase (2) (1) (0)
59. afraid (2) (1) (0)

Visual Memory:
60. spoon (1) (0); rabbit/bunny (1) (0); pail/bucket (1) (0); wagon (1) (0); clock (1) (0); cat/kitty (1) (0)

Symbol Discrimination:
61. (c) (1) (0)
62. (b) (1) (0)
63. (d) (1) (0)
64. A (c) (1) (0)
65. W (d) (1) (0)
66. e (c) (1) (0)
67. d (d) (1) (0)
68. n (b) (1) (0)

Letter Naming:
69. B (1) (0)
70. g (1) (0)

Visual-Auditory Discrimination:
Initial Sound:
71. coat (a) (1) (0)
72. sun (b) (1) (0)
Ending Sound:
73. lamp (c) (1) (0)
Medial Sound:
74. house (b) (1) (0)

Auditory Discrimination:
75. flower - flower (1) (0)
76. hand - sand (1) (0)
77. wreath - wreath (1) (0)
78. pet - pit (1) (0)
79. kart - karp (1) (0)

II. Response during Assessment

80. Task Persistence
(4) persists with task
(3) attempts task briefly
(2) attempts task after much encouragement
(1) refuses

81. Attention Span
(4) focuses attention voluntarily
(3) attends with teacher direction
(2) some distraction with noise or movement of others
(1) easily distracted

82. Body Movement
(4) sits quietly
(3) some squirming
(2) much movement
(1) out of seat; body constantly in motion

83. Attention to Directions
(4) listens carefully to entire direction
(3) attends only to brief directions
(2) plunges ahead after hearing only portion
(1) plunges ahead immediately

84. Comprehension of Directions
(4) rapid comprehension of most directions
(3) understands after several repetitions
(2) partial comprehension of directions
(1) does not appear to comprehend most directions

85. Verbalization
(4) many spontaneous comments
(3) occasional comments
(2) responds only when spoken to
(1) extremely reluctant to speak

86. Ease of Relationship (rapport)
(4) immediately friendly
(3) friendly but reserved
(2) shy
(1) very reluctant and/or fearful

87. Confidence
(4) very sure of self
(3) confident with things known; attempts new things with encouragement
(2) reluctant to try new or difficult things
(1) very uncertain; needs much encouragement

Appendix C

Statewide Reading and Mathematics Objectives for Grade One

Reading Objectives

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DECODING AND WORD MEANING

Objective: The student can use word recognition skills and can determine the meanings of words.

Suggested Measurement Strategy: Identifying the meanings and or pronunciations of given words. These may be words selected from a basic sight vocabulary list; words selected to exemplify phonetic rules; root words with prefixes or suffixes added; words used in context; inflected nouns or verbs; compound words; or contractions.

DETAILS

Objective: The student can accurately comprehend the details in a reading selection.

Suggested Measurement Strategy: Answering questions that ask "who," "what," "where," "when," "why," "how," "how many," or "in what sequence" about information that has been directly stated in oral, pictorial, or written communications. These communications may be pictures, sentences, sets of directions, paragraphs, stories, or poems.

MAIN IDEA

Objective: The student can determine the main idea of a reading selection.

Suggested Measurement Strategy: Identifying or generating statements that most accurately and comprehensively summarize the contents of oral, pictorial, or written communications. These communications may be pictures, paragraphs, or stories.

REFERENCE USAGE

Objective: The student can locate and utilize desired information in reference sources.

Suggested Measurement Strategy: Locating and utilizing requested information in reference sources such as books' tables of contents, picture dictionaries, and calendars.

INFERENCE

Objective: The student can make valid inferences about a reading selection.

Suggested Measurement Strategy: Identifying or generating reasonable answers to questions about information not directly stated in oral, pictorial, or written communications. The questions asked may require determining themes or authors' purposes, making comparisons, deducing causes or effects, drawing conclusions, predicting outcomes, or applying information presented in communications to different situations. The communications may be pictures, paragraphs, stories, or poems.

ANALYSIS OF LITERATURE

Objective: The student can critically analyze a reading selection.

Suggested Measurement Strategy: Answering questions that ask for analyses of the structure or content of oral or written communications. The questions may require identifying a communication's genre (e.g., fairy tale, nursery rhyme, etc.); identifying structural elements (e.g., plot, setting, etc.); identifying rhetorical devices (e.g., rhyme, exaggeration, etc.); or identifying the nature of the information presented (e.g., realism, fantasy, etc.). The communications to be analyzed may be pictures, sentences, paragraphs, stories, or poems.

Appendix C

Mathematics Objectives

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CONCEPTS

Objective: The student can apply numerical concepts.

Suggested Measurement Strategy: Answering questions about numerical quantities and representations. These questions may require counting, using concrete objects, comprehending mathematical symbols and terminology, identifying equivalent ways of expressing the same numerical quantity, establishing relationships between numerical quantities, identifying fractional quantities, estimating, determining place value, or creating or comparing sets.

OPERATIONS

Objective: The student can compute accurately.

Suggested Measurement Strategy: Determining the answers to exercises requiring a mathematical operation. The exercises to be solved may require adding or subtracting whole numbers.

MEASUREMENT

Objective: The student can apply measurement concepts.

Suggested Measurement Strategy: Answering questions about measurement. These questions may require telling time, naming days of the week or months of the year, identifying coins, estimating or measuring length or volume in nonstandard units or standard units (metric or customary).

GEOMETRY

Objective: The student can apply geometric concepts.

Suggested Measurement Strategy: Answering questions about geometric representations. These questions may require identifying or comparing geometric shapes.

PROBLEM SOLVING

Objective: The student can solve problems requiring the use of mathematics.

Suggested Measurement Strategy: Determining the solutions to verbal and nonverbal problems. These problems may require performing a single mathematical operation with whole numbers or monetary amounts. Decision-making and alternative solution strategies may be required. Problems will focus on situations familiar to students.